DOCUMENT RESUME

ED 345 015 CE 061 044

AUTHOR Bannister, Rosella; Green, Hayden
TITLE Asian Consumer Education Study: Korea. Summary of Findings.
INSTITUTION Eastern Michigan Univ., Ypsilanti. National Inst. for Consumer Education.
SPONS AGENCY American Express Foundation, New York, NY.
PUB DATE Jan 92
NOTE 31p.; Photographs (four pages) will copy poorly.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Citizen Participation; *Consumer Education; Consumer Protection; *Curriculum Development; *Economics Education; *Educational Cooperation; Educational Research; Foreign Countries; High Schools; *Inservice Teacher Education; Institutional Cooperation; Instructional Materials; Junior High Schools; Networks; *Preservice Teacher Education
IDENTIFIERS *South Korea

ABSTRACT

The Asian Consumer Education Study was designed to gather information about the current status of consumer education in Korea. Conversations and informal interviews with 27 consumer leaders showed that, with the exception of academic specialists and consumer professionals in government, business, and community organizations, consumers gave little thought to consumer education and were not aware of its importance in a consumer-oriented marketplace. A movement was underway to organize a coalition of professionals and academics who would focus on consumer education. Consumer concepts were taught within courses at middle and high school levels. Curriculum specialists at the Ministry of Education revealed that instruction was theoretical and lacked important practical applications to current and emerging consumption issues. Teaching materials were somewhat limited. Teacher training in economics and life economics needed to be strengthened. Barriers to the development of consumer education were limited teacher preparation and updates, and lack of awareness of the benefits of consumer education. The study concluded that the time was right for cooperative initiatives between the United States and Korea to strengthen consumer education both within and across national boundaries. (Appendixes include the participant list, interview questions, classification of concepts chart, Ministry of Education curriculum charts, sample textbook table of contents, and newspaper article and photographs.) (YLB)

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ASIAN CONSUMER EDUCATION STUDY: KOREA

SUMMARY OF FINDINGS

January 1992

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Rosella Bannister, Director, National Institute for Consumer Education
Dr. Hayden Green, Textbook Author, Educator and Consultant

NATIONAL INSTITUTE FOR CONSUMER EDUCATION
207 Rackham Building
Eastern Michigan University
Ypsilanti, MI 48197
Phone: 313/487-2292
Fax: 313/487-7153

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ASIAN CONSUMER EDUCATION STUDY

KOREA, 1992

SUMMARY OF FINDINGS

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ASIAN CONSUMER EDUCATION STUDY: KOREA SUMMARY OF FINDINGS

The **Asian Consumer Education Study** in Korea was conducted between January 20 and 23, 1992 by the **National Institute for Consumer Education** at Eastern Michigan University, with partial funding provided by the **American Express Foundation.**

The researchers were **Rosella Bannister**, Director of the National Institute for Consumer Education, and **Dr. Hayden Green** consumer economics textbook author, educator and consultant from Chicago, Illinois. The findings are based on conversations and informal interviews with twenty-seven consumer leaders in Korea representing consumer and community organizations, university faculty, the Korean Ministry of Education, and the Korean Consumer Protection Board. A list of participants and the interview questions are found in the appendix, pages 10-14.

Special appreciation is extended to **Dr. Yong Hee Kim**, consumer economist and educator, who generously served as interpreter, provided local transportation, and helped in many ways to make the work in Korea more efficient and effective. **Mr. Dong Ik Kim**, President of the **Joong Ang Daily** newspaper contributed important networking and communication links, and **Ms. Kwang-Mo Chung**, President of Consumers Union, gave encouragement and vision to the study.

Without exception, the researchers were greeted warmly by Asian consumer leaders who participated in the study. The sharing of their time, knowledge, creative thinking, and hospitality is greatly appreciated.

PURPOSE OF THE STUDY

The Asian Consumer Education Study in Korea was designed to:

- gather information about the current status of consumer education in Korea
- encourage networking among those interested in consumer education
- identify future cooperative efforts which could strengthen and promote consumer education both within and across national boundaries.

THE RIGHT TO BE EDUCATED

The consumer has the right to receive education to choose the right product or service in the face of a daily flood of new products and commercial advertisements. Therefore, the government should implement positive consumer education policies, and the consumer organizations should play a leading role in consumer education.

Consumer Protection Board
Seoul, Korea, 1992

SUMMARY OF FINDINGS

Dr. Pil Soo Park, President of the Korean Consumer Protection Board (CPB), was among those who expressed strong interest in close collaboration between educators in the United States and Korea to develop and strengthen consumer education. This support is consistent with the right to be educated, one of the seven consumer rights identified by the Consumer Protection Board, a government established non-profit organization.

"In Korea," explains Dr. Park, "the rapid expansion of the national economy since the 1960s has led to the emergence of a complicated and sophisticated industrial structure and quantitative and qualitative change in consumption life." Dr. Park and others agree that the internationalization of consumer issues heightens the importance of joint efforts by consumer protection authorities, educators and consumer organizations across national boundaries to seek collective solutions.

This study concludes that the time is right for cooperative initiatives between the United States and Korea to strengthen consumer education both within and across national boundaries.

PERCEPTIONS ABOUT CONSUMER EDUCATION IN KOREA

Consumer leaders reported that with the exception of academic specialists and consumer professionals in government, business and community organizations, consumers give little thought to consumer education and may not be aware of its importance in a consumer oriented marketplace. There is a need to raise the level of awareness among consumers regarding the scope and benefits of consumer education.

Consumers may equate consumer education with consumer protection. In recent years, consumer complaints have increased significantly, and one reason for this increase, according to the CPB, is the proliferation of substandard goods, intense competition and unfair trading practices. In order to respond to these complaints, organizations such as Consumers Union, the YWCA and the CPB currently emphasize consumer protection, product testing and complaint handling activities. At the same time consumer leaders are aware that consumer education can be an important component of consumer protection.

Prior to the study, a concern of the researchers was the possibility that consumer education might be narrowly perceived as simply **buying** goods and services and thus be incompatible with the Korean societal and governmental values of frugality and thrift. It soon became evident that Korean consumer leaders understand that consumer education promotes rational and ethical economic life, that is, the careful use of limited resources. Effective consumer education develops economic understanding and raises awareness of the social, economic and environmental costs of materialism and wasteful consumption.

The broad **Classification of Concepts in Consumer Education**, developed in the United States in 1980, is used in teacher education textbooks at Seoul National University and in other university programs. This classification system groups the concepts of consumer education under the major categories of decision making, resource management and citizen participation. See the appendix, page 15.

CONSUMER EDUCATION NETWORKS

While the following list is not exhaustive, it is representative of important key groups and individuals who are interested in consumer education in Korea.

Consumers Union of Korea
YWCA
Consumer Protection Board
Korean Society for Consumer Studies
Ministry of Education and teacher networks
Korean Institute of Educational Development
Television, radio and newspaper journalists
Corporations, including OCAP member organizations
Academics from institutions of higher education, including

- Seoul National University
- Yonsei University
- Foreign Language University
- Sung Kyun Kwan University
- Hankuk University of Foreign Studies
- Ewha Women's University
- Sungshin University
- Korean University
- Choong-Ang University
- Dong-Guk University

During the study we learned that a movement is underway to organize a coalition of professionals and academics which will focus on consumer education. According to Ms. Kwang Mo Chung, President of Korea Consumers Union, the proposed name of the group is the **Korean Consumer Education Institute**.

CONSUMER EDUCATION CURRICULUM IN KOREA

As in other Asian countries, education is highly valued by Korean people. Consumer education takes place not only in traditional classroom settings but also in informal channels such as adult classes, radio and TV shows, newspaper and magazine reports and publications provided by consumer organizations and agencies.

The Korean educational system has been highly centralized, and seems to be moving toward decentralization with greater provincial autonomy. Major curriculum adjustments are planned for implementation in 1995. Interviews with representatives from the Office of Supervision and Curriculum Development in the Ministry of Education revealed that consumer concepts are taught within courses at both the middle school and high school levels. See the Appendix, pages 16 and 17.

In the middle schools (7-8-9) all students take a general social studies course which includes a chapter on consumer life. In addition, female students take a required home economics course which includes a unit that deals with consumption, household life, and the significance of the consumer. In 1995 both male and female students will be required to take the home economics curriculum in middle school. Curriculum changes in 1995 will provide opportunities to strengthen existing textbook material and home economics curriculum.

The general academic high school curriculum provides three avenues for instruction related to consumer concepts: 1) a required course in social studies entitled Political Economy which includes a chapter on rational consumption, utility and consumer choice, 2) a unit in a home economics course dealing with household economy and consumption in daily lives; and 3) an elective course entitled Life Economics taught by civics teachers. This course enjoys the highest enrollment among six elective course offerings. A table of contents of two Ministry of Education approved textbook for **Life Economics** is found in the appendix, beginning on page 18. Among the topics included in **Life Economics** are:

Economic problems
Work and occupations
Taxes
Law and property rights
Consumer protection and redress
Consumer information and advertising
Consumer movement
Saving and investing
Credit
Insurance
Open economy (free trade)
Korean economy in the world

Curriculum specialists at the Ministry of Education revealed that instruction in economics and life economics is theoretical and lacks important practical applications to current and emerging consumption issues. Other interviews confirmed this observation and point to the need for teacher education that focuses on relevant teaching strategies and materials.

CONSUMER EDUCATION TEACHING MATERIALS

The Ministry of Education provides guidelines for both the home economics and social studies curriculum and approves textbooks for use in the schools. Teaching materials, including workbooks, audio-visual or other media are somewhat limited. When asked whether school policy allows corporate sponsored materials to be used in classrooms, respondents revealed that such materials are not available and therefore not an issue.

The Education and Publications Division of the CPB provides educational materials for use in the schools and by community organizations. For example, **The Age of the Consumer**, a monthly publication, contains consumer information regarding products, services and complaint procedures. Another CPB publication, **Studies on Consumer Life**, specializes in academic research on consumption life and serves as a forum for the discussion of consumer issues.

Kwang Mo Chung reported that the Korea Consumers Union has translated into the Korean language a videotape entitled, **Consumer Education: From A to Z, A Guide for Developing Consumer Education**. This video, produced by the National Institute for Consumer Education in Japan was written by Dr. Hayden Green and is expected to be widely used by teachers in Korea.

TEACHER EDUCATION PROGRAMS

According to the Ministry of Education, while there is traditional academic preparation for civics and home economics teachers, there is a need to strengthen teacher training in economics and life economics. In each of the fifteen provinces, every four years the Ministry of Education conducts programs to update teacher knowledge. These programs include sixty hours of instruction over ten days and may provide the appropriate vehicle for teacher training in consumer education.

BARRIERS TO CONSUMER EDUCATION

Several barriers to the development of consumer education in Korea were identified by consumer leaders. These barriers are similar to obstacles found in the United States and other countries where attempts to strengthen consumer education are made. The following examples of barriers were mentioned:

- The college entrance examinations include little or no content related to life economics and consumer education.
- Preparation of teachers in life economics is limited.
- Teacher updates on content, teaching methods and materials are limited.
- Evidence of some territorial/academic rivalry exists.
- A lack of awareness of the benefits of consumer education exists among consumers in general, and at times among educational and governmental policymakers.
- Time constraints and other course requirements within the curriculum limit opportunities to offer relevant and comprehensive consumer education courses and units to all students.

RECOMMENDATIONS

Consumer leaders were in agreement that the time is right to strengthen consumer education in order to provide the competencies needed for decision making in an increasingly complex global marketplace. They identified several short-term and long-term suggestions for strengthening consumer education in Korea. Among the long-term suggestions were:

- promote an awareness of consumer education among the general population
- expand awareness among educational policymakers regarding the scope and benefits of consumer education
- provide pre-service and in-service teacher training in consumer education with emphasis on application of consumer and life economics concepts rather than theoretical economics
- encourage development and dissemination of teaching materials.

Consumer leaders in Korea identified the following short-term initiatives which may be accomplished in 1992 and 1993 under the leadership of a network of groups and individuals who are interested in consumer education.

- convene an invitational symposium on consumer education for 200 to 300 educators, policymakers, consumer leaders and citizens in July of 1992
- develop a publication on an educational philosophy that supports consumer education, to be used as a framework for discussion at the symposium and at other forums
- develop teaching units on topics such as money management and the consumer role in environmental protection
- provide teacher education update workshops and materials in cooperation with the Ministry of Education and the Consumer Protection Board.

The findings of the 1992 Asian Consumer Education Study support the statements of consumer leaders in Korea that the internationalization of consumer issues heightens the importance of joint efforts, both within and across national boundaries. The study revealed a firm commitment to strengthen and promote consumer education so that citizens will be able to make informed decisions as they participate in the global economy of the 21st century.

APPENDIX

PARTICIPANT LIST

INFORMAL INTERVIEW QUESTIONS

CLASSIFICATION OF CONCEPTS CHART

MINISTRY OF EDUCATION CURRICULUM CHARTS

EXAMPLE TEXTBOOK TABLE OF CONTENTS

NEWSPAPER ARTICLE AND PHOTOGRAPHS

KOREA PARTICIPANT LIST

KOREA CONSUMER PROTECTION BOARD

Park, Pil - Soo, Ph.D.
President
Consumer Protection Board
191, 2-Ka, Hangang-Ro
Youngsan-Ku, Seoul 140-702, Korea
Phone: (02) 796-8806/7
Fax: (02) 796-5770

An, Sun Man, Chief
Education & Publication Dept.
Education Planning Division
Consumer Protection Board
191, 2-Ka, Hangang-Ro
Youngsan-Ku, Seoul 140-702, Korea
Phone: (02) 796-8111 Ext. 5171/2
Fax: (02) 796-5770

Kim, Chong - Ku, Ph.D.
Research Fellow
Consumer Protection Board
191, 2-Ka, Hangang-Ro
Youngsan-Ku, Seoul 140-702, Korea
Phone: (02) 796-8111
Fax: (02) 796-5770

Lee, Jae Hee
Chief of External Cooperation Div.
Consumer Protection Board
191, 2-Ka, Hangang-Ro
Youngsan-Ku, Seoul 140-702, Korea
Phone: (02) 796-8111 Ext. 5282/3
Fax: (02) 796-5770

Min, Kyung Ho
Consumer Protection Board
191, 2-Ka, Hangang-Ro
Youngsan-Ku, Seoul 140-702, Korea
Phone: (02) 796-8111
Fax: (02) 796-5770

KOREAN SOCIETY OF CONSUMER STUDIES

Choi, Eun Sook, Ph.D., Professor
Dept. of Agricultural Home Econ.
Seoul National University
Suwon 170, Korea
Phone: (0331) 290-2503

Kim, Kee - Ok, Associate Professor
Sung Kyun Kwan University
53, 3-ka Myungryun-dong
Chongroku, Seoul 110-745, Korea
Phone: 011-82-2-906-6763 (home)
760-0510 (office)
Fax: 011-82-2-744-2453

Kim, Yong Hee, Ph.D.
Choong-Ang University
Sang-A Apt #4-410
Dang-San-Dong
5-Ga/Young-Deung-Po-Ku
Soeul 150-045, Korea
Phone: 011-82-2-521-3268

Park, Myunghee L., Ph.D.
Dong-Guk University
Jung-Ku Phil Dong
Seoul 100-750, Korea
Phone: 011-822-260-3424 (office)
406-6838 (home)
Fax: 406-6838

Rhee, Kee-Choon, Ph.D.
Dean, College of Home Economics
Seoul National University
Suwon 170, Korea
Phone: 877-0724 (office)
599-1413 (home)
Fax: 872-0135

KOREA MINISTRY OF EDUCATION

Chang, Jong Taek
Director General
Office of Textbook Compilation &
Curriculum Development
Ministry of Education
Seoul 110, Korea
Phone: (02) 720-3409

Choi, Byung-Mo
Education Researcher & Coordinator of
Textbook & Curriculum
Office of Supervision & Curriculum Dev.
M.O. E., Seoul 110, Korea
Phone: (02) 720-3351 (office)
(02) 802-0405 (home)

Im, Kong-Hee
Education Researcher & Coordinator of
Textbook & Curriculum
Office of Supervision & Curriculum Dev.
M.O.E., Seoul 110, Korea
Phone: (02) 720-3414 (office)
(02) 535-3176 (home)

YONSEI UNIVERSITY MEETING
arranged by Kwang-Mo Chung, President, Korea Consumers Union

Chung, Kwang-Mo, President
Korea Consumers Union
CPO Box 776
Seoul 100-067, Korea
Phone: (02) 794-70821
Fax: (02) 798-6564

Chung, Yong, Director
The Institute for Environmental Research
Professor, Dept. of Preventitive Medicine &
Public Health
Yonsei University, Seoul 120, Korea
Phone: (02) 392-4575
Fax: (02) 392-0239

Kim, Jai Hwa
Board Member
Korea Consumers Union
CPO Box 776
Seoul 100-067, Korea
Phone: (02) 794-70821
Fax: (02) 798-6564

Park, Tae-Kyu, Ph.D.
Professor, Dept. of Economics
Yonsei University
134 Schincon-dong
Seodaemun-Ku
Seoul 120-749, Korea
Phone: 392-0131 Ext. 2203

Park, Sang Yong, Assoc. Dean
College of Business & Economics
Yonsei University
Seoul 120-749, Korea
Phone: 82-2-361-2512
Fax: 82-2-313-5331

Soh, Jong-Chuh
Prof. of French
Yonsei University
Seoul 120-749, Korea
Phone: 961-4163

Shin, Eul Soon, Ph.D.
Associate Professor
Dept. of Economics
Yonsei University
134, Shinchon-Dong
Seodaemun-Ku,
Seoul 120-749, Korea
Phone: 361-2476
Fax: 313-5331

Suh, Jai Myung, Ph.D.
Professor, Dept. of Economics
Hankuk University of Foreign Studies
Seoul, Korea
Phone: 961-4456
Fax: 960-7898

CORPORATIONS

Kim, Dong Ik, President
Joong Ang Daily Newspaper
Phone: 751-5246

Kim, Dong Ho, Reporter
Joong Ang Daily Newspaper
Phone: 751-5246

Kim, Jung-Soon
Special Assistant to YP/GM, PR & Travel
American Express International, Inc.
Hankook Kumbak Bldg.
181-2, Buam-Dong, Chongro-Ku
Seoul, Korea (C.P.O. Box 8314)
Phone: 3980-010/011
Fax: 739-2508

Kneebone, Kevin
Vice President & Country Manager
American Express International, Inc.
Hankook Kumbak Bldg.
181-2, Buam-Dong, Chongro-Ku
Seoul, Korea
Phone: 3980-011/2
Fax: 730-5943

Yang, Se-Jeong, Ph.D.
Senior Researcher
The CNB Economic Research Institute
1536-7 Seo Cho Dong
Seo Cho Gu, Seoul, Korea
Phone: 011-82-2-522-7454 Ext. 216
Fax: 522-7459

CONSUMER AND COMMUNITY ORGANIZATIONS

Chung, Kwang-Mo, President
Korea Consumers Union
CPO Box 776
Seoul 100-067, Korea
Phone: (02) 794-70821
Fax: (02) 798-6564

Park, Jeong Hee, President
Seoul YWCA
Myung Dong St., 1-1
Seoul, Korea
Phone: 777-5473

ASIAN CONSUMER EDUCATION STUDY

INFORMAL INTERVIEW QUESTIONS

Introduction

1. Purpose of the study

   The Asian Consumer Education Study in Korea was designed to:
   - gather information about the current status of consumer education in Korea
   - encourage networking among those interested in consumer education
   - identify future cooperative efforts which could strengthen and promote consumer education both within and across national boundaries.

2. Ways in which information will be used.

   A summary of our findings and recommendations can be used to build networks and to design future cooperatives efforts.

3. Why we seek your opinions and assistance.

   Your opinions are important and may help bring about desirable consequences.

4. A definition of Consumer Education.

   Consumer education is a continuing process of learning to manage personal resources and to influence the social, political, economic, technological and environmental desicions that affect consumer well being in a global economy.

Questions (smaller italics are trigger words used by the interviewer)

1. What in your opinion is the general perception of Consumer Education in Korea?

   Frugality / thrift / cultural values
   Materialism vs. life satisfaction, balance, harmony, careful use of money. Integrating the old and the new, the traditional and the modern.

2. Do you sense that there is a need to strengthen Consumer Education in Korea?

3. Is there an existing Consumer Education network in Korea?
   If so, who are the leaders within the group?
   If not, are there barriers to forming one?
   Who are the most appropriate groups that may form a network?
   Who might take the initiative in forming a network?

4. Does the Ministry of Education provide leadership or curriculum materials on Consumer Education?

5. To what extent is Consumer Education taught in?

   K-6 Middle School High School
   Separate courses, or units integrated into other courses.

6. Within the schools, who teaches Consumer Education courses/units?
   Which topics are emphasized?
   Do both boys and girls have an opportunity to study consumer and personal finance?

7. In addition to the formal school setting, do other organizations (such as consumer groups, government consumer protection offices and business groups) provide Consumer Education? If so, in what ways?

8. What types of teaching materials are used in either formal or informal settings?

   textbooks
   workbooks
   videos/AV
   posters
   games/simulations
   computer software

9. At the university level, is there a Consumer Education component within teacher education?
   If so, in which departments?

   Undergraduate *Graduate*

10. Do teachers have opportunities to remain current and up-to-date through conferences, workshops and courses?

11. Are there cooperative efforts among groups (teachers, business, government, consumer groups) to strengthen Consumer Education?
    If so, how? If not, why?

12. Do you see any barriers to strengthening Consumer Education?

    Interest / Apathy
    Time in the curriculum
    Attitude / non-academic
    Not-tested on college entrance examinations
    Preparation of teachers
    Funding
    Other

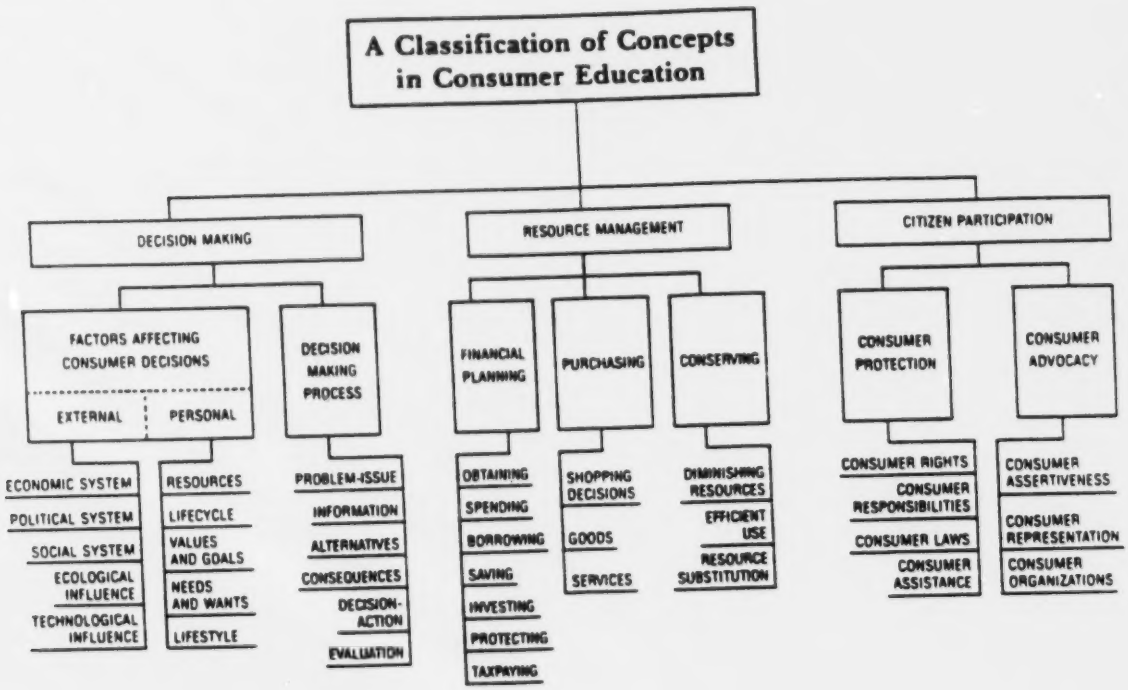
13. What, in your opinion are the greatest needs in order to strengthen Consumer Education?

    Awareness
    Materials
    Teacher preparation
    Commitment
    Higher on priority / social / cultural values
    Other

14. Would you be willing to participate in a Consumer Education Network if one were formed in Korea?

A Definition

Consumer education is a continuing process of learning to manage personal resources and to influence the social, political, economic, technological and environmental decisions that affect consumer well being in a global economy.



This figure from the **Classification of Concepts in Consumer Education** (Bannister and Monsma 1980) was developed at Eastern Michigan University with funds provided by the U.S. Department of Education. It is used in many nations as a framework for curriculum development and program design.

The Institute promotes a multidisciplinary approach to consumer education, integrating concepts from economics, mathematics, psychology, sociology, political science and law.

Middle School Curriculum

(Unit: teaching hours)

Classification		1st Year (7th Grade)	2nd Year (8th Grade)	3rd Year (9th Grade)
Curriculum	Moral Education	68(2)	68(2)	68(2)
	Korean Language	136(4)	170(5)	170(5)
	Korea History	–	68(2)	68(2)
	Social Studies	102(3)	68–102(2–3)	68–102(2–3)
	Mathematics	136(4)	102–136(3–4)	136–170(4–5)
	Science	136(4)	102–136(3–4)	136–170(4–5)
	Physical Education	102(3)	102(3)	102(3)
	Music	68(2)	68(2)	34–68(1–2)
	Fine Arts	68(2)	68(2)	34–68(1–2)
	Classical Chinese	34(1)	34–68(1–2)	34–68(1–2)
	English	136(4)	102–170(3–5)	102–170(3–5)
	Vocational Skills (Boys) Home Economics (Girls)	Se 1 102(3)	Se 1 136–204(4–6)	–
	Agriculture, Technical, Commerce, Fisheries, Housekeeping	–	–	Se 1 136–204(4–6)
	Elective	0–68(0–2)	0–68(0–2)	0–68(0–2)
Extracurricular Activities		68–(2–)	68–(2–)	68–(2–)
Grand Total		1156–1224 (34–36)	1156–1224 (34–36)	1156–1224 (34–36)

- The hours shown on this table represent the minimum school hours alloted for 34 weeks per year.
- Figures in the parentheses are hours taught per week.
- Elective is principal's optional subjects
- One teaching hour in this table represents 45 minutes.
- Se : Select

From EDUCATION IN KOREA: A BRIEF OUTLINE, Ministry of Education, 1990.

General (Academic) High School Curriculum

Classification	Subjects	General Curriculum			
		Required Subject units (10th Grade)	Students Select One of Three Majors		
			Humanities Major (11th-12th Grade)	Science Major (11th-12th Grade)	Vocational Major (11th-12th Grade)
Moral Education	Moral Education	6			
Korean Language	Korean Language	10			
	Literature		8	8	4
	Composition		6	4	
	Grammar		4		
Korea History	Korea History	6			
Social Studies	Political Economy	6			
	Geography	4			
	World History		4	4	4
	Social Studies & Culture		4		
	World Geography		4		
Mathematics	Mathematics (1)	8	10	18	6
	(2)				
Science	Science(1 · 2)	10	8		
	Physics			8	4
	Chemistry			8	
	Biology			6 Se 1	
	Earth Science			6	
Physical Education	Physical Education	6	8	8	4
Military Training	Military Training	12			
Music	Music	4			2
Fine Arts	Fine Arts	4			
Classical Chinese	Classical Chinese		8	4	4
Foreign Language	English(1 · 2)	8	12	12	8
	German		Se 1	Se 1	6
	French				
	Spanish		10	10	
	Chinese				
	Japanese				
Industrial Arts & Home Economics	Industrial Arts		Se 1	Se 1	4
	Home Economics		8	8	
	Agriculture		Se 1	Se 1	
	Technology				
	Commerce		8	8	
	Fisheries				
	Housekeeping				
Elective			2	2	2
Extracurricular Activities		12			
Grand Total		204–216			

- (1) means required subjects
- (2) means the elective subjects by course and program
- 1 unit means a period of 50 minutes per week during one term(17 weeks) One week equals 5 1/2 days
- Technical curriculum in Vocational Major is selected from 50 to 100 units
- Se Select

From EDUCATION IN KOREA: A BRIEF OUTLINE, Ministry of Education, 1990.

LIFE ECONOMICS

ONE OF TWO APPROVED TEXTBOOK OUTLINES, 1992

APPROVED BY THE KOREA MINISTRY OF EDUCATION

FOR ELECTIVE SENIOR HIGH SCHOOL COURSE

I. Life and economy

1. Economics problems around us
   (1) Everyday lives and economic problems
   (2) Social life and economics problems

2. Rational economic life
   (1) Life with efficiency
   (2) Life with plans
   (3) Information and economic life

3. Ethical economic life
   (1) Economic activities and value judgments
   (2) Frugality and thrift

II. Family life and economy

1. Family economic planning
   (1) Economic role of household
   (2) Plans in family economy
   (3) Work and vacation

2. Price of commodities and family economy
   (1) Price and price of commodities
   (2) Price index
   (3) Price fluctuations and family economy
   (4) Causes of price fluctuations and the measures
   (5) Price stability and family economy

3. Family economy and taxes
   (1) Taxes and economic life
   (2) Classification of taxes
   (3) Types of taxes
   (4) Redress for unreasonable taxation

4. Family economic life and law
   (1) Legislation for property ownership
   (2) Legislation for debt / credit

III. Consumption life and consumer protection

1. Buying plans and buying strategy
   (1) Principles in buying strategy
   (2) Process in purchasing commodities
   (3) Ways of purchasing commodities
   (4) Long-range life planning

2. Consumer information and advertising
   (1) Needs for consumer information
   (2) Scope and types of consumer information
   (3) Function and utility of advertising
   (4) Improvement and regulation in advertising

3. Consumer protection and consumer redress
   (1) Needs for consumer protection
   (2) Consumer rights and responsibilities
   (3) Characteristics and types of consumer redress
   (4) Procurement of consumer redress
   (5) Legislation for anti-trust / monopoly and fair trade

4. Consumer movement and consumer education
   (1) Consumer movement and consumer education
   (2) Consumer complaints
   (3) Consumers and environmental problems
   (4) Consumers and business attitudes

IV. Rational Property Management

1. Alternatives in household savings
   (1) Concepts in savings
   (2) Savings in financial assets
   (3) Investment in object assets
   (4) Debt
   (5) National economy and savings

2. Functions of banking and its institutions
   (1) Functions of banking and financial institutions
   (2) Banking services in general
   (3) Special banks
   (4) Other financial institutions

3. Functions and types of insurance
   (1) Significance and functions of insurance
   (2) Types of insurance
   (3) Contracts of insurance

4. Securities and investment in securities
   (1) Significance and types of securities
   (2) Transaction in securities
   (3) Securities investment

5. Instruments in payment and credit business
   (1) Instruments in payment
   (2) Credit business

V. Open market economy and our life

1. Korean economy in the world
   (1) Export and economic development
   (2) A way to open market economy

2. Open market economy and trade
   (1) Protective trade vs. free trade
   (2) Advantages in free trade
   (3) Problems in protective trade

3. Exchange rates and international transactions
   (1) Effects of fluctuations in exchange rates
   (2) Determination of exchange rates

4. Our attitudes toward world economy
   (1) Use of domestic products in preference to foreign-made products
   (2) Free importation and consumer frugality

LIFE ECONOMICS

SECOND OF TWO APPROVED TEXTBOOK OUTLINES, 1992
APPROVED BY THE KOREA MINISTRY OF EDUCATION
FOR ELECTIVE SENIOR HIGH SCHOOL COURSE
AUTHORS: LEE, CHO AND CHO

I. Life and economy

1. Understanding of basics in economic life
   (1) Social life and economic problems
   (2) Economic society and where we live
   (3) Korean economy in the world

2. Basics for economic decision making
   (1) Economic decision making and economic principles
   (2) Understanding figures and graphs

3. Desirable economic life
   (1) Economic decision making and search processes
   (2) Ethics in economic activity

II. Consumption life and consumer protection

1. Household income and healthy consumption
   (1) Household income and expenditures
   (2) Healthy consumption life

2. Household economic activities and price of commodities
   (1) Commodities prices and price index
   (2) Household consumption life and commodity prices

3. Consumer protection
   (1) Consumption life and consumer protection
   (2) consumer sovereignty and obtaining consumer redress
   (3) Consumer education and consumer protection activities

III. Household savings and investment activities

1. Savings and life design
   (1) Significance of savings
   (2) Needs for life design
   (3) Methods for life design
   (4) Ways to manage assets

2. Bank accounts, installment savings and investment trust
   (1) Characteristics of bank accounts and installment savings
   (2) Types of financial institutions
   (3) Types of savings accounts
   (4) Significance and reservation of investment trust

3. Securities and investment in securities
   (1) Significance and types of securities
   (2) Stock market
   (3) Stock transaction
   (4) Significance of bonds and the types
   (5) Bonds transaction

4. Various types of insurance
   (1) Significance and classification of insurance
   (2) Function and role of insurance
   (3) Life insurances
   (4) Damage insurances

IV. Economic life and regulations for economic activities

1. Taxes paid by households
   (1) Significance of taxes
   (2) Types and classification of taxes
   (3) Legality in taxing and various tax laws
   (4) Taxes regarding households
   (5) Redress for unreasonable taxes
   (6) Government finance and taxes

2. Monopoly, oligopoly, and fair trade
   (1) Free market economy and role of government
   (2) Detrimental effects of monopoly and oligopoly
   (3) Economic development and regulations for monopoly and fair trade
   (4) Regulations for monopoly and fair trade in Korea

3. Management of object assets and related legislation
   (1) Property rights
   (2) Property rights vs. credit
   (3) Property management
   (4) Real estate transaction
   (5) Rental housing
   (6) Public use of land

4. Laborers and legislation related to laborers
   (1) Establishment of labor laws and its ideology
   (2) Various labor related legislation
   (3) Integrate labor-management relations

5. Economic democratism
   (1) Economy led by private sector
   (2) Growth and fair distribution
   (3) Efficient use of resources
   (4) Social role of enterprise

HIGH SCHOOL HOME ECONOMICS OUTLINE

TEXTBOOK CHAPTER ON HOME MANAGEMENT

Home Management and Home Economics

1. Home management

    (1) Significance of home management
        [1] Significance and objectives of home management
        [2] Improvement in quality of family life

    (2) Processes in home management
        [1] Planning
        [2] Performance
        [3] Evaluation

    (3) Family resources and it's environment
        [1] concepts in family resources
        [2] Family resources and its environment
        [3] Utilization of resources

2. Household economy and consumption in daily lives

    (1) Planning and management in household economy

        [1] Household economy and national economy
        [2] Objectives in household economy
        [3] Earning and spending of money
        [4] Budgeting

    (2) Fluctuations in household economy and

        [1] Factors affecting household economy
        [2] Objectives in household economy

    (3) Consumer decision-making in purchasing

        [1] Processes in consumer decision-making in purchasing
        [2] Rational consumption

    (4) Consumer Protection

        [1] Genesis of consumer problems
        [2] Consumer rights and responsibilities
        [3] Consumer redress

The high school home economics textbook also contains units on food, clothing, housing, child care and occupational choices.

MIDDLE SCHOOL HOME ECONOMICS OUTLINE

TEXTBOOK CHAPTER ON CONSUMER EDUCATION

Consumption Life and Use of Resources

I. Concept of `consumer and consumer role

1. Concept of Consumer
2. Consumer role
   (1) Consumer rights
   (2) Consumer responsibilities
   (3) Consumer decision-making

II. Rational Consumption life

1. Planning of consumption life
2. Use of consumer information
3. Choice of products and services
4. Efficient use of products and services

III. Use of family resources

1. Concept and types of family resources
2. Distribution and use of family resources

Joong-Ang Newspaper
Sam Sung Group
January 23, 1992
Reporter: Dong Ho Kim

"消費者운동 예방교육 우선해야"

來韓 美소비자교육硏 베니스터 소장

인터뷰

'80년대초부터 환경파괴의 심각성이 알려지고 효율적인 소비행위의 중요성이 시급해지면서 한때 빛을 잃었던 美國의 소비자운동은 종전의 사후처리에서 사전예방의 교육중심으로 옮겨갔습니다.

생활의 質개선·자원이용등에 관심도

로젤라 베니스터(57)美國 이스턴 미시간大 산하 소비자교육연구소(NICE)소장이 한국에 왔다. 소비자교육의 중요성을 한국에 알리며 한국의 소비자 교육현황도 알아보고, 현장지도자들과 접촉하는 것등이 그의 방한 목적이다.

60, 70년대 랄프 네이더로 대표되는 소비자고발 중심의 美國 소비자운동은 80년대에는 교육중심으로 바뀌어 환경, 기술개발, 정치·사회적 각종 현상들이 소비자복지에 미칠 영향등을 알아보고 예방하는데 지속적인 노력을 기울이고 있다고 한다.

베니스터소장은 또한 美國내에서의 소비자교육 필요성은 60년대부터 인식되어 오늘날에는 초·중·고교및 대학에서 하나의 多學問 접목과목으로 정착해가고 있으며, 성인들을 위한 교육기회도 다양하게 마련되어 있다고 말한다.

또한 소비자교육에 필요한 제반 시설·자료·교육자과 견등의 기술적 지원은 연방정부가, 교육프로그램개발과 계획은 주정부나 재단·기업이 맡는 식으로 美國에서의 소비자교육이 진행되고 있다고 한다.

베니스터소장은 특히 "각 개인에게 시민으로서의 책임의식을 심고, 비판적이고 건전한 소비행위를 할수 있도록 하는데 역점을 두고 교육한다"고 말한다. 그는 22일 朴泰秀한국소비자보호원장등을 만나고 귀국했다.

<金東鎭기자>

CONSUMER MOVEMENT, PREVENTIVE EDUCATION OUGHT TO BE TOP PRIORITY

DIRECTOR OF US NICE CAME TO KOREA

ABRIDGED TRANSLATION.

Rosella Bannister, Director of the National Institute for Consumer Education (NICE), housed at Eastern Michigan University, came to Korea. The purpose of her trip was to discuss with Korean educators the importance and current status of consumer education, and cooperative efforts to strengthen it. Her interests are in quality-of-life improvement and careful use of resources.

The US consumer movement represented by Ralph Nader in the 1960's and 1970's was focused on citizen rights and consumer complaint handling. In the 1990's the need exists to strengthen consumer education. Director Bannister works to prevent consumer problems by identifying factors affecting consumer welfare in terms of economic, environmental and technological development, and political and social phenomenon. Consumer education is a multi-disciplinary field of study and is taught in primary, junior high, senior high schools, universities and adult education settings in the United States.

Consumer education in the U.S. is funded from federal, state and local funds, foundations and corporations. Director Bannister says, "I encourage teachers to stress responsibilities of individuals as citizens, to be more critical about consumption activities, and to be more rational consumers." She met with Mr. Pil Soo Park, President of the Consumer Protection Board and other consumer leaders during her visit to Korea.

Rosella Bannister, Director, National Institute for Consumer Education (NICE); and Chung, Kwang Mo, President, Korea Consumers Union.

Dr. Hayden Green, NICE; Dr. Kim, Yong Hee, University faculty; and Dr. Yang, Se-Jeong, Senior Researcher, CNB Economic Research Institute.

Meeting at Yonsei University arranged by Korea Consumers Union, included representatives from the Department of Economics, College of Business and Economics, and the Department of Foreign Languages.

Meeting at Consumer Protection Board. Dr. Kim, Yong Hee; Dr. An, Sun Man, Chief, Education and Publications.

Meeting at Korea Society of Consumer Studies at Seoul National University. Standing: Dr. Hayden Green, NICE; Dr. Park, Myung Hee; Dr. Kim, Kee Ok; Dr. Chol, Eun Sook; Dr. Rhee, Kee-Choon, and Ms. Rosella Bannister.

Meeting at Korea YWCA: Rosella Bannister, NICE; Dr. Park, Jeong Hee, President, YWCA; Past President, YWCA; Dr. Hayden Green, NICE.